



National Child Care Information Center

A service of the Child Care Bureau

NCCIC

243 Church Street NW, 2nd Floor
Vienna, Virginia 22180

Phone: (800) 616-2242 Fax: (800) 716-2242 TTY: (800) 516-2242

World Wide Web: <http://nccic.org>

STATE EARLY CHILDHOOD WORKFORCE STUDIES

Workforce studies play an important role in the development of policy and program planning intended to improve the quality of early care and education. Systematic data collection can help document the success and needs of the early care and education sector. It also allows for comparisons across programs, economic sectors, geographic areas, and/or against a national average. The following is a sample of resources that provide information about the early care and education workforce. The first section of this document provides a sample of State workforce studies. The second section lists additional national resources with information about the early care and education workforce.

STATES STUDIES

Alabama

■ *The 2002 Alabama Child Care Workforce Study* (April 2003), published by the Alabama Partnership for Children and the Alabama Department of Human Resources, provides baseline data about the education and training levels, effectiveness, and stability of the child care workforce in Alabama. This report is a compilation of a comprehensive survey that was sent to Alabama child care center directors, teachers, and family day care providers. The executive summary for this report is available on the Web at <http://www.kidstuffalabama.org/documents/workforcestudy.pdf>. To order a copy of the full report contact the Alabama Partnership for Children at 334-271-0304 <http://www.kidstuffalabama.org/>.

California

■ The 2001 and 2003 California Child Care Workforce Study prepared by The California Child Care Resource and Referral Network, the Center for the Child Care Workforce, and the Institute of Industrial Relations, at University of California at Berkeley, surveyed licensed child care center staff and family child care home providers to provide reliable and accurate data on the following:

- The number of staff working in licensed child care positions;
- The qualifications of those in the workforce;
- Staff tenure and turnover rates; and
- The wages for both child care center staff and family child care providers.

The **California Family Child Care Workforce Reports** describe findings from an eight-county study of family child care providers in Alameda, Kern, Monterey, San Benito, San Francisco, San Mateo, Santa Clara, and Santa Cruz Counties. The **California Center-Based Workforce Reports** describe findings from an eight-county study of the child care center-based workforce in Alameda, Kern, Monterey, San Francisco, San Benito, San Mateo, Santa Clara, and Santa Cruz Counties. These reports are available on the California Child Care Resource and Referral Network Web site at <http://www.rrnetwork.org>. The Reports are also available on the Center for the Child Care Workforce Web site at www.ccw.org.

■ *Two Years in Early Care and Education: A Community Portrait of Quality and Workforce Stability, Alameda County, California* (2004), by Marcy Whitebook, Deborah Phillips, Dan Bellm, and Mirella Almaraz, published by the Center for the Study of Child Care Employment, University of California at Berkeley, provides a comprehensive portrait of early care and education services in one community, followed prospectively over time, and including all three sectors of the industry: licensed center-based care, licensed family child care homes, and license-exempt, home-based care. This resource is available on the Web at http://www.iir.berkeley.edu/cscce/pdf/twoyears_final.pdf.

Colorado

■ *Who is Watching our Kids: A Profile of the Colorado Child Care Workforce in the Year 2000* (2000), by Susan Grimm, published by Colorado Office of Resource and Referral Agencies, Inc. (CORRA), describes the enrollment capacity and provides a staffing profile of child care centers, directors, teachers, and family child care providers Statewide. The report draws on data collected by means of surveys completed by 300 directors, and telephone interviews conducted with 100 teachers and assistants and 71 home providers. Key findings relate to characteristics of child care centers, including enrollment, capacity, and staffing. For each separate job classification (director, teacher/assistant teacher, family child care provider), the following information is provided: (1) demographic characteristics such as gender and racial/ethnic background; (2) qualifications (education and experience); (3) salary and benefits; (4) job responsibilities; (5) turnover; (6) philosophy of child care; (7) perceived challenges and rewards of the job; (8) job satisfaction; and (9) suggestions for improving child care. The report concludes by noting that with over 60 percent of Colorado children attending some form of child care, society would benefit from a well-educated and stable child care workforce and Colorado will benefit from investing in the State's child caregivers. For additional information about this report contact Qualistar Early Learning at 303-339-6800 or on the Web at <http://www.corra.org/>.

Connecticut

■ *Connecticut's Child Care Workforce: A Report on Findings from the 2001 Child Care Market and Workforce Study* (June 2003), by Jean King, the Parisky Group, prepared by Early Childhood DataCONNECTIONs, is based on the findings from Connecticut's biennial market study on child care and examines the wages and health benefits of teachers in licensed child care centers and family care providers, as well as educational attainment among home providers. The analysis includes wage and benefit comparisons across Head Start, School Readiness, and State-funded center programs. This resource is available on the Web at

http://www.chdi.org/files/report_child_care_workforce.pdf. For additional information, contact the Child Health and Development Institute of Connecticut, Inc. at 860-679-1519 or on the Web at <http://www.chdi.org>.

■ *A Research Perspective on the Child Care Workforce in Connecticut* (June 2003), by Jean King, the Parisky Group, and Frances Duran and Susan Wilson, Child Health and Development Institute, issued by Early Childhood DataCONNECTIONs, is the first attempt in Connecticut to display and analyze all available information on the early care and education workforce. It summarizes Connecticut data and relevant national information, highlighting not only what is known, but also what is not known about the non-parental caregivers who are helping to shape the development of our youngest children. In addition, it offers recommendations for further research into the dynamics of the child care workforce and might be seen as a foundation for policy-makers who seek effective ways to support the early care and education industry. This resource is available on the Web at http://www.chdi.org/files/report_workforce.pdf.

■ *Connecticut's Head Start Workforce: An Analysis of 2000-2001 Program Year Data on Salaries and Educational Qualifications* (June 2003), by Early Childhood DataCONNECTIONs, analyzes data from the Program Information Reports (PIR) submitted by Connecticut's Head Start grantees to the Federal Head Start Bureau for the program year 2000-2001. There are 29 Head Start grantees in Connecticut operating 140 programs. Data cover all of the 1,764 staff members employed. The report presents data on average salaries by type of Head Start program and staff. It also compares Connecticut teachers' educational attainment relative to Federal Head Start teacher qualification standards. This resource is available on the Web at http://www.chdi.org/files/report_headstart_workforce.pdf.

Florida

■ *2001 Survey of Florida Child Care Centers*, by Ann K. Mullis, Ronald L. Mullis, and Thomas A. Cornille, published by Florida State University Family Institute, was conducted to create a Statewide database on the status of the child care workforce in Florida. This database was developed to apprise decision-makers of the specific needs for improving the conditions of the poorest paid members of the U.S. workforce. Florida's Early Care and Education Workforce Database is available on the Web at http://www.chs.fsu.edu/family_institute/workforce.php.

Hawaii

■ *Who Cares for Hawaii's Keiki in Centers? The Hawaii Early Childhood Workforce Study* (May 2004), by Good Beginnings, provides specific and current data on qualifications and compensation levels of the early childhood workforce; training and educational needs of the specific workforce; enrollment, capacity and demands of early childhood centers; and utilization rates for early childhood services. The study is based on a survey of nearly 400 center-based early childhood centers in Hawaii. Survey participants included center administrators as well as teaching staff—teachers, assistant teachers, and aides. The full report is available on the Web at <http://goodbeginnings.org/pdf/publications/Workforce%20Study%20Full%20Report.pdf> and the

Executive Summary is available on the Web at
<http://goodbeginnings.org/pdf/publications/Workforce%20Study%20Executive%20Summary.pdf>.

Iowa

■ *Who's Caring for Iowa's Children? Early Care and Education Workforce Study 2003* (December 2003), conducted by the Iowa Early Care and Education Professional Development Project (IECEPDP), through the Iowa State University (ISU) Extension Community Development–Data, Information, and Analysis Laboratory (CD-DIAL) and the ISU Department of Human Development and Family Studies, documented information about levels of education, training history, income, benefits, and turnover rates. Funding for the study was provided in part by the Iowa Head Start Collaboration Office, the Iowa Department of Education, and the Iowa Department of Human Services. The brochure describing the results of the study is available on the Web at <http://www.extension.iastate.edu/Publications/SP222.pdf>.

■ *Iowa Family Child Care Providers' Survey Final Report* (January 2003), developed and sponsored by the Iowa Early Care and Education Professional Development Project (IECEPDP), in cooperation with the Iowa State University, University Extension, summarizes the results of a 2002 Iowa survey of 730 family child care providers. Data indicate that significant differences exist between registered and non-registered providers. Registered providers and career providers are more educated and are significantly more likely to have participated in training. Survey results suggest that non-registered and non-career Iowa providers may not be interested in and may lack motivation for training. Results also suggest significant challenges for Iowa as it seeks to establish a corps of professional, career-oriented providers who offer quality, accessible child care. Results provide useful information for the Iowa Early Care and Education Professional Development Project as they plan for changes to improve the quality of early care and education in the State of Iowa. This resource is available on the Web at <http://www.iaeceprofdev.org/pubs/FCCPreportwoappendices.pdf>. Family Child Care Provider Survey Information, including the Final Report (without Appendices), the Final Report Appendices, the Final Report Summary and Conclusions, the Executive Summary, and the Questionnaire, are all available on the Web at http://www.iaeceprofdev.org/training_resources/home_survey_info.html.

■ *Iowa Early Care and Education Directors' Survey Final Report* (May 2001), presented to the Iowa Early Care and Education Professional Development Project, presented by the Community Development–Data Information & Analysis Laboratory, Iowa State University Extension and Department of Human Development & Family Studies, summarizes results from 456 early care and education program directors who completed and returned the mailed questionnaire. The results of this survey suggest considerable variation in practitioner qualifications, wages, benefits, and turnover among Iowa early care and education programs. The report is available on the Web at http://www.iaeceprofdev.org/pubs/Directors_report.pdf. Additional information about the survey is available on the Web at http://www.iaeceprofdev.org/training_resources/survey_info.html.

Illinois

■ *Assessment of Illinois Early Care and Education Data and Research Reports* (September 2004), Jennifer B. Presley, Brenda K. Klostermann, and Bradford R. White, published by the Illinois Education Research Council (IERC), Southern Illinois University at Edwardsville, provides an audit and assessment of currently available Illinois early childcare data and reports. It provides recommendations to enhance current data collection efforts and outlines the next steps for IERC's study of early education in Illinois. This resource is available on the Web at http://ierc.siu.edu/documents/IERC_NIEER_Sept_04_Report.pdf.

■ *Who's Caring for the Kids? The Status of the Early Childhood Workforce in Illinois* (2001), by Valerie Dawkins Krajec, Paula Jorde Bloom, Teri Talan, and Douglas Clark, a joint project by the Center for Early Childhood Leadership and the Illinois Network of Child Care Resource and Referral Agencies, funded by The McCormick Tribune Foundation, documents the early childhood workforce serving in infant/toddler, preschool, and school-age programs in the State. The study also determines the impact of the current career development system on practitioners, the programs they serve, and the public at large. Data sources include State agencies' statistics, other State and national reports, and surveys on compensation and turnover, preferred nomenclature for professional roles and program types, and prekindergarten teachers' career decisions. The report is available from the Center for Early Childhood Leadership at 800-443-5522, ext. 7703 or on the Web at http://cecl.nl.edu/research/reports/whos_caring_report.pdf.

Kansas

■ *Who Cares for Kansas Children? Early Education Workforce Study* (March 2002), sponsored by the Professional Development Initiative for Early Care and Education in Kansas, in collaboration with Child Care Provider's Coalition of Kansas, Inc., Kansas Association for the Education of Young Children, Kansas Head Start Association, and Kansas Head Start Collaboration Project, is a report of a Statewide random sample of child care center directors, staff members and home child care providers who answered a comprehensive survey that detailed salaries, benefits, qualifications, and educational levels. Respondents also answered questions regarding their philosophy toward caring for children, challenges, and rewards, and made suggestions for improving the child care industry across the State. For additional information, contact Kansas Association of Child Care Resource and Referral Agencies (KACCRRA) at 785-823-3343 or 877-678-2548, or on the Web at <http://www.kaccrra.org>.

Maine

■ *Maine Child Care Market Rate and Workforce Study* (September 2002), by Linda C. Mills, Susan N. Boston, Harlan R. Breindel, Irene F. Goodman, and Kathleen R. Mohrle, published by Mills Consulting Group, Inc., provides the Office of Child Care and Head Start with an analysis of Maine's child care market that will serve as the basis for recommendations regarding issues of market rate, workforce, accessibility, and quality. Four-hundred and fifteen licensed child care centers were surveyed on aspects of program operations, such as administration, accreditation status, hours, fees, and enrollment. The research profiles both licensed programs and the child care workforce within the following domains: (1) qualifications,

wages, benefits, and working conditions of child care providers; (2) current market rates for care in licensed programs; and (3) current enrollment in existing programs and future projected need. Maine has achieved a measure of success with progressive early education and care policies. Among its notable programs are Maine Roads to Quality (a comprehensive career development system for the child care workforce), State child care income tax credits, and rate adjustments for care during non-traditional hours. Findings indicate the following: (1) compensation for child care is low and benefits are limited; (2) Maine child care programs face workforce problems due to difficulty in recruiting and retaining child care workers; (3) many child care providers do not have either a college education or a degree in early childhood or a related field; and (4) there is a need for a greater supply of child care providers, in particular for infant and toddler care.

This resource is available on the Web at

<http://mainegov-images.informe.org/dhhs/occhs/workforcereport.pdf>.

Minnesota

■ *Staff Recruitment and Retention in Early Childhood Care and Education and School Age Care* (April 2001), by Richard A. Chase, prepared for the Minnesota Department of Children, Families & Learning, is a study of staffing and turnover among early childhood and school-age care programs, surveying all Head Start programs in Minnesota and randomly selected samples of current and former family child care providers, child care centers, school-age care sites, and Early Childhood Family Education (ECFE) sites. The report describes wages and benefits within the child care field, explores turnover rates and the reasons that child care providers leave their jobs, examines the characteristics of programs related to high turnover, and identifies strategies to increase retention. This resource is available on the Web in PDF at <http://www.wilder.org/research/reports/pdf/staffing4-01.pdf>. For additional information, contact the Wilder Research Center at 651-647-4600 or on the Web at <http://www.wilder.org>.

Nevada

■ *Who Cares for Nevada's Children? A Profile of the Demographic, Economic, and Quality Aspects of Child Care in Nevada* (July 2002), by Eva L. Essa, published by the Department of Human Development and Family Studies, University of Nevada at Reno, provides the first comprehensive profile of Nevada's child care workforce, comparing Nevada's workforce characteristics to those of other States. The study was conducted between 2000 and 2002 to learn more about Nevada child care and the child care workforce. Information was gathered from 354 child care center directors, 1,577 teachers, 408 licensed family child caregivers, 159 non-licensed family child caregivers, 19 child care licensing staff, and 634 parents. Observations in 103 classrooms provide more in-depth information about the quality of care and children's development. This report is available on the Web at http://www.unr.edu/hcs/hdfs/eva_essa%5Cchildcareworkforcestudy.pdf.

North Carolina

■ *Working in Child Care in North Carolina 2001* (2002), commissioned by the North Carolina Partnership for Children and conducted by Child Care Services Association (CCSA), examines the education and compensation of teachers who care for North Carolina's children

under age 6 in licensed child care. The report is one of the largest of its kind, with over 18,000 child care providers participating. The Executive Summary is available on the Web at <http://www.smartstart-nc.org/overview/releases/ExecSu.pdf>. The appendix “Work Force County Data 2001” is available on the Web at <http://www.smartstart-nc.org/overview/releases/countydata.pdf>. A press release (March 11, 2002) about the report is available on the Web at <http://www.smartstart-nc.org/overview/releases/Workfor1.doc>. For additional information, contact CCSA at 919-967-3272 or on the Web at <http://www.childcareservices.org>.

■ *Working in Child Care in North Carolina: The North Carolina Child Care Workforce Survey 2003* (2004), by the Child Care Services Association, provides comprehensive data on child care providers and on the facilities in which they work. This report includes a summary of the workforce survey results in North Carolina and a comparison of 2003 data to similar data collected in 2001. Survey response rates were 78 percent of center directors (n = 2,203 director surveys collected), 52 percent of teachers (n = 13,120 teacher surveys collected) and 78 percent of family child care providers (n = 2,337 family child care provider surveys collected). Detailed information about survey methods and response rates can be found in Appendix A. The report is available on the Web at <http://www.childcareservices.org/NC2003WFReport.pdf>. For more information about the North Carolina Child Care Workforce Survey, contact the Research Department at Child Care Services Association at 919-967-3272 or by e-mail at research@childcareservices.org.

Ohio

■ *Ohio Child Care Center Workforce Study* (September 2003), by Kathy L. Reschke, and Christina Hermsdorfer, published by the Ohio Association for the Education of Young Children (OAEYC), examines the composition of Ohio’s child care center workforce. The report identifies child care center staff and who they were serving; longevity of employment, wages, hours, benefits, and working conditions; teacher education and training; and funding, and accreditation. For additional information, contact OAEYC at 800-626-2392, or on the Web at <http://www.oaeyc.org>.

Pennsylvania

■ *A Baseline Report of Early Care and Education in Pennsylvania: The 2002 Early Care and Education Provider Survey: Full Report* (September 2002), by Wendy A. Etheridge, Robert B. McCall, Christina J. Groark, Kelly E. Mehaffie, and Robert Nelkin, published by the University of Pittsburgh Office of Child Development, presents findings from the 2002 Early Care and Education Provider Survey, designed to collect information from 637 child care centers, Head Start centers, preschools and nursery schools, group home child care providers, family home child care providers, and legally unregulated home providers regarding child care and early education in Pennsylvania. The purpose of the early childhood provider survey was to develop a baseline of information regarding the types, enrollments, capacities, costs, staffing patterns, staff training needs, and program characteristics of various early childhood providers in the Commonwealth of Pennsylvania. This resource is available on the Web at http://www.temple.edu/CPP/content/reports/BaselineReportofEarlyCareandEducationinPA_2002

[ProviderSurveyF.pdf](#). The Executive Summary for this report is also available on the Web at http://www.temple.edu/CPP/content/reports/BaselineReportofEarlyCareandEducationinPA_2002ProviderSurveyE.pdf.

South Carolina

■ *South Carolina Child Care: Survey of the Workforce 2000* (April 2001), prepared for South Carolina Department of Health and Human Services, Advocates for Better Care (ABC) Child Care Program, by Janet Marsh, Institute on Family & Neighborhood Life, Clemson University, presents State-level data on State-regulated child care centers and child care homes as well as more informal child care. An overview of the report and the Executive Summary are available on the Web at <http://www.dhhs.state.sc.us/InsideDHHS/Bureaus/BureauofCommunityServices/Report1283132003.htm>. For questions about the report, please contact Janet Marsh at 864-656-0229 or e-mail jmarsh@clemson.edu.

Utah

■ *A Study of the Child Care Workforce in Utah: Summary* (August 2002), by the Utah Office of Child Care, provided the Utah Office of Child Care with an analysis of the State's child care labor sector and recommendations addressing issues of staff wages and benefits, recruitment and retention, provider education, child care supply, and national accreditation. This study was conducted as a collaborative effort by Mills Consulting Group, Inc. and Goodman Research Group, Inc. This resource is available on the Web at <http://jobs.utah.gov/occ/summary.pdf>.

Vermont

■ *Vermont Child Care: A Report on Wages, Credentials, Benefits and Market Rates* (March 2001), prepared by Child Care Services Division, Department of Social and Rehabilitation Services, Vermont Agency on Human Services, is an abridged report based on research completed by Mills and Pardee, Inc., and Goodman Research Group, Inc., that provides a summary of results from Vermont's January–June 2000 Market Rate Survey and a discussion of methods. The objective of this study was to profile both regulated programs and the child care workforce within the following domains:

- Qualifications, wages, benefits, and working conditions of child care providers;
- Characteristics of licensed child care centers and registered family child care homes;
- Current enrollment and populations served;
- Market rates for care in regulated programs; and
- Costs of care, including fee for service and provider-subsidized costs.

For a copy of the report, contact the Vermont Child Care Services Division at 802-241-3110 or on the Web at <http://www.state.vt.us/srs/childcare/>. For more information about study methods, contact Linda Mills, Mills Consulting Group, at 978-369-2001.

Wisconsin

■ *Trends Over Time: Wisconsin's Child Care Workforce* (2004), by Diane Adams, Diana Durant, David Edie, Maureen Ittig, Dave Riley, Mary Roach, Stephanie Welsh, and Deb Zeman, published by the Wisconsin Child Care Research Partnership, summarizes data on the educational, wage, and turnover characteristics of the Wisconsin child care workforce. These data were collected from four Statewide surveys conducted over a 20 year period. The report is available on the Web at <http://www.uwex.edu/ces/flp/wccrp/pdfs/trends.pdf>.

■ *Losing Ground or Keeping Up: A Report on the Wisconsin Early Care and Education Workforce, 2001* (October 2001), by Diane Adams, Mary Roach, Dave Riley, and David Edie, for the Wisconsin Child Care Research Partnership, provides a 2001 baseline for assessing aspects of the child care workforce in Wisconsin including education, wages, experience, and annual staff turnover. The report also includes rural/urban comparisons, comparisons of the child care workforce over time, and a brief summary of family child care. Data were collected from a Statewide random sample survey of child care programs and providers serving low-income children in Wisconsin. This report is available on the Web at <http://www.uwex.edu/ces/flp/wccrp/pdfs/weca.pdf>. For additional information contact the Wisconsin Child Care Research Partnership at 877-637-6188 or on the Web at <http://www.uwex.edu/ces/flp/wccrp/>.

ADDITIONAL RESOURCES

■ *State and Local Initiatives: What's Happening in Your State?*, a section of the Center for the Child Care Workforce, a project of the American Federation of Teachers Educational Foundation (CCW/AFTEF) Web site at http://www.ccw.org/policy_yourstate.html provides information on professional development initiatives by State and/or local area. It also provides links to several State child care workforce studies that have been conducted in recent years.

■ *Current Data on the Salaries and Benefits of the U.S. Early Childhood Education Workforce* (2004 Edition), by the Center for the Child Care Workforce, a project of the American Federation of Teachers Educational Foundation (CCW/AFTEF), presents salary and benefit data available for the United States' early care and education workforce. Data are presented on the average wages of preschool teachers and child care workers for each State. The report concludes that pathways must be created to boost teachers' education and training; policies should be focused to address critical recruitment and retention issues such as wages, benefits, and overall working conditions; and resources must be secured and targeted to adequately fund a high-quality early care and education system. The appendix contains compensation, benefits, and turnover rate data of early care and education staff and family child care providers from selected States, collected in 2001 or later. This resource is available on the Web at <http://www.ccw.org/pubs/2004Compendium.pdf>. Previous editions of this report are available on the Web at <http://www.ccw.org/data.html>.

■ *Counting the Child Care Workforce: A Catalog of State Data Sources to Quantify and Describe Child Caregivers in the Fifty States and the District of Columbia* (2003), by Gretchen Stahr Breunig, Richard Brandon, and Erin J. Maher, published by the Human Services Policy Center (HSPC), University of Washington, presents data sources on the number of paid caregivers for children (birth to 5 years) in the 50 States and the District of Columbia. States are categorized into three groups: 1) States with data appropriate for estimating the size of the paid workforce (16 States); 2) States with current data on the child care workforce (13 States); and 3) States without current workforce data (22 States). Strategies are highlighted for enhancing Federal and State data collection on the early childhood workforce to provide Federal and State administrators with uniform data for planning purposes. This resource is available on the Web at http://hspsc.org/FactSheetsandPolicyBriefs/Child_Care_Workforce_FINAL.pdf. For additional information contact HSPC at 206-685-3135 or on the Web at <http://hspsc.org>.

■ *Determinants of State Child Care Utilization Patterns for Estimating the Size of the Child Care Workforce at the State Level: Year 2 Full Report* (2003), by Erin J. Maher, Richard N. Brandon, Guanghui Li, Alice Burton, Marcy Whitebook, and Marci Young, published by the Center for the Child Care Workforce [now the Center for the Child Care Workforce, a project of the American Federation of Teachers Educational Foundation (CCW/AFTEF)] and Human Services Policy Center (HSPC), University of Washington, describes the development of models that may be used toward the goal of producing State-level estimates of the size of the child care workforce. State-level child care workforce estimates are critically needed for several reasons. Much of early care and education policy is enacted at the State level, including decisions about financing and quality improvements. Knowing the size of the child care workforce can assist States in planning such initiatives. These models are able to measure both the extent and the content of State-level variation in patterns of child care use. This resource is available on the Web at http://www.ccw.org/pubs/Workforce_Estimate_Yr2.pdf. For additional information, contact CCW/AFTEF at 202-662-8005 or on the Web at <http://www.ccw.org>.

■ *Estimating the Size and Components of the U.S. Child Care Workforce and Caregiving Population: Key Findings from the Child Care Workforce Estimate* (Preliminary Report, May 2002), by Alice Burton, Marcy Whitebook, Marci Young, Dan Bellm, Claudia Wayne, Richard N. Brandon, and Erin Maher, published by the Center for the Child Care Workforce [now the Center for the Child Care Workforce, a project of the American Federation of Teachers Educational Foundation (CCW/AFTEF)] and Human Services Policy Center (HSPC) and funded by U.S. Department of Health and Human Services, Administration for Children, Youth and Families, Child Care Bureau, discusses their research project to develop a framework and methodology for quantifying the size and characteristics of the U.S. child care workforce and adapting a methodology that may be developed for State- and community-level estimates. They focus on the workforce serving children ages birth through 5 (excluding children enrolled in kindergarten). This resource is available on the Web at <http://www.ccw.org/pubs/workforceestimateareport.pdf>. For additional information, contact CCW, a project of AFTEF at 202-662-8005 or on the Web at <http://www.ccw.org>.

■ *New England Early Care and Education Workforce Models for Data Collection* (April 2002), by Doug Baird, Tracy Cooley, Jeantel DeGazon, and Julie Dennehy, published by the New England Workforce Partners for Early Care and Education (NEW Partners), discusses how, in the fall of 2000, NEW Partners received funding from the Federal Child Care Bureau to explore issues around early care and education workforce recruitment and retention in New England. NEW Partners is a partnership of the University of Southern Maine's Edmund S. Muskie School of Public Service, Associated Early Care and Education, Inc., (formerly Associated Day Care Services) of Greater Boston, ACCESS, USA Child Care, and the six New England States. The following questions were posed: 1) What is the status of the early care and education workforce in New England and in the region's individual States? 2) What policies and projects are New England States implementing to address early care and education workforce challenges, such as recruitment, retention, and staff qualifications? and 2) Do those policies appear to be having an impact? The earliest findings indicated that New England States and other stakeholders were not collecting the data necessary to measure change that might be resulting from policies and programs. In response, NEW Partners set two priorities for its first year: 1) to help States, programs, and individuals develop ways to collect more detailed early care and education workforce data, and 2) to disseminate information about promising policies and programs States have implemented or are in the process of implementing. This resource discusses how NEW Partners aims to accomplish its first priority. This resource is available on the Web at <http://muskie.usm.maine.edu/newpartners/pdf/DataDocumentI.pdf>. For additional information, contact NEW Partners at 207-780-5838 or on the Web at <http://muskie.usm.maine.edu/newpartners/>.

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